



BRIDGING THE DIVIDE: A COMPARATIVE STUDY ON JOB SATISFACTION, INFRASTRUCTURE, AND CAPACITY BUILDING AMONG PRIMARY SCHOOL TEACHERS IN COASTAL AND NON-COASTAL ODISHA

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ABSTRACT

This research explores the day-to-day realities of primary school teachers working in Odisha, comparing experiences in coastal regions to those in more remote, non-coastal districts. Drawing insights from 400 teachers across ten diverse districts, the study looks at how infrastructure, training opportunities, and access to digital tools shape their professional satisfaction. While teachers in coastal areas tended to report slightly more satisfaction with their roles, those in non-coastal regions showed higher involvement in training programs. Despite these differences, both groups faced common struggles—especially with outdated infrastructure and limited digital resources. Using statistical tools like regression and correlation analysis, the study uncovers how these factors impact teacher motivation and performance. In line with NEP 2020 and India's broader Amrit Kaal vision, the study calls for region-specific actions that improve digital support and teacher training—ensuring every classroom, no matter where it's located, is equipped for success.

KEYWORDS: Teacher Satisfaction, School Infrastructure, Digital Tools, Amrit Kaal, NEP 2020, Primary Education, Odisha

1. INTRODUCTION

Primary school teachers play a vital role in shaping young minds and building the foundation for future generations. In a state like Odisha, where geography greatly influences resource distribution, the everyday challenges teachers face can vary widely. While coastal districts often benefit from better connectivity and infrastructure, non-coastal areas—particularly those that are tribal or economically disadvantaged—tend to lag behind.

This study takes a closer look at those differences. By comparing teachers' experiences in coastal and non-coastal districts, the goal is to better understand what helps or hinders their professional satisfaction. Rather than focusing purely on policies, the study centers on lived realities—classroom conditions, training access, and how well schools are equipped with digital tools. By identifying the gaps, the research hopes to offer practical, region-sensitive recommendations that could help bring more equity to Odisha's primary education system, especially in light of NEP 2020 and India's ambitions for Amrit Kaal.

2. OBJECTIVES OF THE STUDY

2.1 General Objective:

To explore and compare what influences job satisfaction and professional growth among primary school teachers in both coastal and non-coastal areas of Odisha.

2.2 Specific Objectives:

- To understand the current state of school infrastructure and how it supports daily teaching needs.
- To assess how often teachers engage in training or

professional development programs.

- To examine how accessible and usable digital teaching tools are across different regions.
- To uncover the main drivers behind teachers feeling satisfied or dissatisfied with their jobs.
- To suggest practical steps that policymakers and administrators can take to improve working conditions for teachers across Odisha.

3. METHODOLOGY

This study was built on data collected from real-world experiences of 400 primary school teachers, selected from ten districts—half from coastal and half from non-coastal areas. Using a structured questionnaire, we gathered insights into their daily work, training experiences, and the conditions of their schools.

To make sure our sample represented diverse backgrounds, we used a stratified sampling technique. Statistical tools helped make sense of the data:

- Descriptive statistics for summarizing responses (mean, standard deviation)
- Correlation analysis to see how different variables relate
- Ordinary Least Squares (OLS) regression to identify what factors most affect job satisfaction
- Visual charts and graphs to present the findings in a reader-friendly format

4. RESULTS AND KEY FINDINGS

4.1 Teacher Demographics:

Of the 400 teachers surveyed, 52% were male and 48% female. The average age was around 39, with most respondents working

in government schools (61%).

4.2 School Infrastructure:

Teachers in coastal districts reported better facilities—such as classrooms, electricity, and sanitation—scoring an average of 4.1 out of 5. Non-coastal teachers, in contrast, gave an average score of 3.3, pointing to noticeable gaps.

4.3 Training Participation:

Interestingly, teachers from non-coastal areas were more likely to have attended training programs in the past year (78%) compared to their coastal counterparts (64%). However, those from coastal areas were generally more satisfied with the quality of the training they received.

4.4 Access to Digital Tools:

Coastal districts scored significantly better in terms of digital access (3.8 vs 2.6). This includes availability of smart classrooms and internet facilities.

4.5 Overall Job Satisfaction:

On a 5-point scale, coastal teachers averaged a job satisfaction score of 3.9, slightly higher than the 3.5 score reported in non-coastal regions. Lack of recognition and inadequate infrastructure were the most common concerns among less satisfied teachers.

5. STATISTICAL INSIGHTS

5.1 Summary of Key Figures:

Region | Job Satisfaction | Infrastructure | Training Participation | Digital Access

Coastal | 3.9 ± 0.65 | 4.1 | 64% | 3.8
Non-Coastal | 3.5 ± 0.72 | 3.3 | 78% | 2.6

5.2 What's Connected to Satisfaction?

- A moderate correlation was found between job satisfaction and infrastructure ($r = 0.42$)
- Digital access also showed a meaningful link ($r = 0.31$)
- Training participation had a modest impact ($r = 0.25$)

5.3 Regression Highlights:

When we ran a regression model to see which factors influence satisfaction the most, infrastructure quality stood out with the highest positive impact.

- - R^2 value: 0.38
- - Infrastructure score: $\beta = 0.36$, $p < 0.001$
- - Experience: $\beta = 0.07$, $p = 0.048$
- - Training participation: $\beta = 0.11$, $p = 0.004$
- - Digital access: $\beta = 0.19$, $p = 0.002$

6. DISCUSSION

The findings give us a clearer picture of what primary school teachers in Odisha are experiencing. While coastal teachers tend to benefit from better infrastructure and digital tools, their counterparts in non-coastal districts are more active in training programs—suggesting a thirst for professional growth even in resource-limited areas.

Access to good infrastructure and technology clearly lifts morale and makes the teaching experience more fulfilling. But the data also show that training alone, without proper facilities, may not be enough to ensure job satisfaction. So, there's a need for a combined approach—one that brings better infrastructure, digital tools, and more context-specific training programs.

Policies should reflect these regional realities rather than adopt a one-size-fits-all model. Whether it's installing smart boards or fixing basic amenities, local challenges must shape the solution.

7. CONCLUSION

This comparative study shows that job satisfaction among primary school teachers in Odisha is deeply shaped by their working environment. Teachers in coastal regions have a slight edge due to better facilities and access to digital platforms, while non-coastal teachers show more active participation in capacity-building.

If Odisha is to truly realize the vision set by NEP 2020 and the aspirations of Amrit Kaal, then a regionally balanced investment in school infrastructure, digital literacy, and professional training is essential. Our findings offer a practical roadmap for bridging the gap—ensuring that no teacher, regardless of location, feels left behind.

8. REFERENCES

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9. APPENDIX: SURVEY QUESTIONNAIRE

Section A: About You

- Gender: ☐ Male ☐ Female ☐ Other
- Age: _____
- Qualifications: ☐ +2 CT ☐ B.Ed ☐ M.Ed ☐ Others
- District: _____
- Experience: _____ years
- School Type: ☐ Government ☐ Aided ☐ Private
- Region: ☐ Coastal ☐ Non-Coastal
- Location: ☐ Rural ☐ Urban

Section B: Job Satisfaction

(Scale: 1 = Strongly Disagree to 5 = Strongly Agree)

- I feel content in my job.
- My efforts are appreciated.
- I feel secure in my employment.
- I see opportunities to grow professionally.
- Class sizes are manageable.
- Administrative support is strong.
- I feel motivated to keep teaching.

Section C: Infrastructure

- Classrooms are spacious and sufficient.
- Teaching tools and boards are functional.
- Clean toilets and drinking water are available.
- Library facilities are available.
- Electricity supply is stable.
- ICT tools (smartboards/computers) are accessible.

Section D: Training

- I attended training in the past year.
- The training was useful and practical.
- I use the methods I learned.
- I need more training in my subject area.
- Training covered digital skills.

Section E: Digital Access

- I have access to digital teaching tools.
- Internet at school is reliable.
- I use digital platforms regularly.
- I've received training in ICT.
- I still need more digital support.

Section F: Open Feedback

- What are the biggest challenges in your teaching role?
- How can infrastructure and training be improved?